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HELP CHILDREN SEE THROUGH

Violence in the Media

By Diane Levin, Ph.D.
with Christine Gerzon, M.A.
and other members of TRUCE

Violence in our society has reached epidemic proportions. Violence in the media for entertainment purposes has been established as a major contributing factor. Daily, our children see on the screen that violence is fun and exciting and the hero's method of choice for solving their problems.

Physicians throughout the country recognize that violence in the media is a major public health issue that warrants community-wide attention and a unified effort for change.

This booklet will help schools and teachers join the community-wide mobilization effort to counteract the negative effects of violence in the media on children, and work to create a healthier environment for children to grow and thrive.

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Professor of Public Health
Harvard School of Public Health
Boston, MA*

A LETTER TO EDUCATORS

A Letter to Child Care Providers & Educators about Helping Children See through Violence in the Media:

Children spend more time in front of the TV screen than they spend in school. Each year, they average 1500 hours in viewing TV and 900 hours in the classroom. By age 18, children will have spent more time watching TV than doing anything but sleeping.

Watching the screen can undermine the lessons taught in school. Heavy TV viewers are less imaginative, have poorer concentration and are more aggressive and impulsive. The American Academy of Pediatrics has voiced serious concern about the role of TV viewing in the growing problem of childhood obesity.

“Entertainment” violence is seen as fair game for children. Children’s TV has 5 times as many acts of violence per hour as adults’ TV (26 versus 5); a majority of children’s TV characters engage in anti-social behavior that gets positive results. Children see an average of 12,000 acts of violence per year OR 16,000 murders & 200,000 acts of violence on TV alone by age 18.

Children are affected by the violence they see on the screen. Researchers have concluded that media violence contributes to: aggressive behavior; desensitization; an increased appetite for violence; and, thinking the world is dangerous.

Even when children are not in front of the screen, what they do is highly influenced by toys and other products marketed with TV shows and other media. More than half the toys currently sold are linked to media (up from 10% in 1984), most commonly violent media. In 1999, Star Wars, World Wrestling Federation and Power Ranger toys were among the 10 best selling toy lines. These toys

channel children into imitating the violence they see in the screen in their play and contribute to the lessons they learn about violence. For too long, the burden of dealing with the lessons children learn from media violence has been placed on parents' backs. It has not been seen as a responsibility of the child care community or schools. Yet the lessons from media violence are played out every day in the classroom, playground, home and wider community.

Media violence has become a public health issue affecting us all. It is time to work together to reduce the problems created by media violence for our children and throughout society.

Please join this effort to help children, parents, schools and the wider community. *See Through Violence in the Media.* This action guide will help you get started.

Thank-you.

**Teachers Resisting Unhealthy Children's Entertainment (TRUCE)
The Massachusetts Violence Prevention Task Force**

See Through Violence in the Media

Here are some ways, big and small, that you can become involved in the See Through Violence in the Media effort.

I. You can Work with the Children in Your Classroom to Counteract the Effects of Violence in the Media

- Establish a connection with children about the media in their lives.
 - Watch the shows your children are watching and know the toys they use so you can discuss them “intelligently” with the children.
 - Talk openly with children about violence in the media and listen carefully to what they have to say. You can start by reading one of the following letters.

For Younger Children: A Letter from Teachers About Violence in the Media

Dear Kids,

A lot of kids like to watch TV and videos. Many of the shows they watch have lots of fighting. The fighting seems fun and exciting and like a great way to solve problems.

Many teachers are worried about the violence children see on TV. They say a lot of kids act out the fighting they see on TV when they play. Teachers also say they think TV fighting is making more kids use fighting in school to solve their conflicts with each other.

Kids often answer, "But we're only pretending. It isn't real. We're just playing." They say their pretend violence is different from real fighting.

But teachers say that when kids pretend to fight like TV characters and imitate the violence on TV, other kids often **really** get hurt. And sometimes, kids seem surprised when this happens.

Kids say they don't mean to hurt anybody, but they're good guys and good guys have to fight bad guys. That's why they fight.

Teachers see that a lot of little kids look up to good guy TV characters and want to do what they do. So the teachers think violent TV shows can teach kids that it's okay to fight and hurt people.

Because teachers are worried about TV violence, and kids are getting hurt, teachers want to help grown-ups and children to talk together about it and decide what to do so everyone stays safe.

- What do you think about what teachers are saying?
- What do you think grown-ups should do about violence on TV and videos?
- What can grown-ups do to help children be safe and learn not to fight?
- What can you do?

Thanks a lot for listening to and talking about our letter,

From Many Teachers All Over the Country

For Older Children: A Letter from Children to Children About Violence in the Media

Dear Kids,

We're sixth and seventh graders in *Youth Enlightening Youth*. We teach younger children about what worries us about violence on TV.

Before we joined *Youth Enlightening Youth*, grown-ups told us that TV violence was bad for us. They said that TV violence makes it look like violence is fun and exciting and teaches us to use fighting to solve our problems. We got tired of hearing grown-ups complain. So we decided to find out more about violence in the media ourselves. We began by keeping track of how much violence we saw.

We were really surprised by how much violence there was on TV, in movies, videos, and video games. On most shows the good guys keep fighting the bad guys over and over again. Nothing ever gets settled and no one ever gets hurt or punished for killing people. This isn't anything like the real world where people need to work out their problems with each other so no one gets hurt or killed. We learned that violent TV does teach us that violence is the best way to solve problems. And we don't like that lesson at all. Most of the time, when we have conflicts with our friends we don't want to hurt them because we care about them.

So we've worked to change things. Now when we watch TV, we try to find really good shows that are not violent. We use a TV schedule to help us choose. We find good videos in our local library. We've also found other things to do instead of watching TV. We have started writing letters to the people who make TV shows to tell them what we think.

We've also tried to teach others about what we've learned. That's why we're writing this letter to you.

- What do you think about what we say here in our letter?
- What do you do to solve conflicts with friends besides fighting?
- What can you do besides watching violence on TV, video, and video games?
- What do you think grown-ups and kids should do about violence in the media?

Thanks for reading our letter,

From Members of *Youth Enlightening Youth*

- Teach children how to make good choices about the programs they watch. Talk about:
 - different viewing patterns and favorite shows among children.
 - how they decide which shows to watch and why.
 - which are good and bad shows and how children can find out.
 - ways they might reduce or change what they watch so they are using what they're learning. (By first grade, they can keep a personal viewing log and schedule.)
- Talk about appealing alternative activities to help children reduce their screen time, especially their viewing of violence in the media. You can:
 - brainstorm a “Free-Time Activity Ideas” list of what children do/can do with their free-time besides watching TV.
 - post the “Free-Time Activity Ideas” list in your classroom and continue to add children's new activity ideas throughout the year.
 - send the list home so parents and children can work to reduce their dependence on the media.
- Teach children a problem-solving process that provides alternatives to the violent conflict resolution they see in the media. Help children learn:
 - to solve conflicts with each other.
 - to brainstorm non-violent solutions to the violent conflicts they see in the media.
 - to work out ideas of conflict in their drawing, writing, storytelling, and dramatic play activities.
 - to discuss children's books which show characters solving conflicts in non-violent ways.

Understanding Violent vs. Non-Violent Conflict Resolution

What Children Learn About Conflict Resolution from Violent TV

- To see the problem causing the conflict as the other person's (bad guy's) fault.
- To use only one solution – the violent one which often involves using weapons.
- To have one winner (the good guys) and everyone else (the bad guys) losing.
- To see violence as just happening, and always working (without any harmful consequences or pain).
- To have the bad guys come back for more of the same thing on the next episode.

What Children NEED to Learn About Conflict Resolution for Real Life

- To see the problem as a shared one and part of an ongoing relationship.
- To look for many possible solutions and be able to use WORDS to try to explore them.
- To choose a solution everyone can agree to try because everybody wins.
- To try out the agreed-upon solution and see how it works by directly experiencing the consequences.
- To evaluate how the solution actually worked and how to make it better; and use what was learned in future conflicts.

- Encourage children to become activists who help others See Through Violence in the Media and who work to make things better.

Children can:

- decide not to buy certain toys or watch certain shows.
- talk to family members and children in their school about what they have learned, how they have changed, and what others can do.
- write letters to broadcasters, toy manufacturers, and toy stores, and government officials with the ideas you generate together in the classroom. Try using this letter to help children get started.

A Letter to Help Children Voice Their Ideas About Violence in the Media

your street

your town and state

date

Dear [Company's Name]:

My _____ grade class at the _____ school is learning to See Through Violence in the Media. I am writing to you to talk about [show/video/toy]. I think it is [good/bad] for children because

I hope you will listen to kids and [keep having shows like this one/replace the violent shows that are unhealthy for children/make toys that help children play without violence].

Sincerely,

[your name]

Especially with Younger Children

Because of their level of development, younger children often have a hard time dealing directly with the issues raised and problems created by violence in the media. Instead, they bring the violence they see on screen to their play where they then use highly realistic toys that are linked to TV shows to imitate the violence they saw. For this reason, in addition to the relevant ideas listed above, you'll need to work especially hard with young children to help them use their play in ways that produce positive growth.

- **Promote creative and imaginative play.**

- Help children find “scripts” for their play that grow out of their own experiences and interests, like creating a pet store, fire station, spaceship, or hospital. This can move children away from the highly imitative, violent, and repetitive play which comes from TV scripts.
- When children do bring TV-linked, violent content into your classroom play, rather than banning it, try to:

- help them bring in alternative content and expand their play into other areas
- ensure that everyone is feeling safe
- have give-and-take discussions with children about their ideas

(Remember: Merely banning doesn't give children a chance to work through their feelings and experiences, and cuts you off from influencing how they process the violent content and learn from it.)

- Help children play with toys that can be used in many ways like blocks, playdough and dress-up clothes, rather than highly realistic, media-linked toys that tell children what and how to play.
- Use the following “Toy Selection Guide” to assist you when choosing toys and other play materials for children.

Toy Selection Guide

Choose Toys That:

- * Can be used in a variety of ways.
- * Promote creativity and problem solving because they let children decide how they will be used.
- * Can be enjoyed at different ages and stages.
- * Will continue to be fun and engaging over time.
- * Can be used with other toys to create new and more complex play opportunities.
- * Promote respectful, non-stereotyped, non-violent interactions among children.

Don't Choose Toys That:

- * Can only be used in one way.
- * Encourage everyone to play the same way and work on problems defined by the toy designer.
- * Appeal primarily to a single age or stage.
- * Will sit on a shelf after the first 10 minutes.
- * Will channel children into imitating the (violent) scripts they see on TV.
- * Encourage violence and stereotypes that lead to disrespectful, aggressive interactions.

II. Involve Parents in the See Through Media Violence Effort

- Share your concerns with parents about the problems created for their children by violence in the media
 - Copy and send home the following *Letter to Parents* about the See Through Violence in the Media effort

A Letter to Parents About Helping Children See Through Violence in the Media

Dear Parents,

Violence is a learned behavior. We are concerned about how violence in the media and toys marketed with violent TV shows are teaching violence to children.

Violence in the Media Teaches Children These Deadly Lessons:

- Violence is the best way to solve problems
- Violence is manly and heroic
- Violence is fun and entertaining

Violence in the Media Produces These Harmful Effects in Children:

- Aggression (“Let’s fight!”)
- Fear (“I’m scared!”)
- Numbness and insensitivity (“Who cares?”)
- Increased appetite (“I want more!”)

Let’s work together to help children See Through Violence in the Media.

For too long, parents have been told it’s their job alone to deal with the problems created for their children by violence in the media. We believe this places an unfair burden on parents. Violence in the media is creating problems too serious and complex for any one group to be able to solve alone.

Educators, parents, physicians, and other groups who are concerned about how violence in the media is contributing to rising levels of violence in society are joining forces to create a community-wide effort to deal with this serious public health issue. Please join the effort.

(continued)

Here Are Some Ways You Can Help Your Child to See Through Violence in the Media:

- **WORK OUT LIMITS** on the amount of TV viewing.
- **SELECT** quality, non-violent programs.
- **WATCH TV** together.
- **TALK** about misleading lessons and harmful effects of violence in the media.
- **DISCUSS** better ways to solve conflicts.
- **CHOOSE** toys that promote creativity and are not linked with violent shows.
- **TRY** not to buy products advertised heavily during violent programs.
- **JOIN** the effort and get others involved, including your child, and other parents.
- **CALL** local TV stations to express your opinions. Make a list of phone numbers to put by the phone.
- **ASK** your child's school for additional help.

From Teachers, Parents, and Other Groups of Concerned Adults from Around the Country

- Send home other materials that will help parents understand the problems created for children by violence in the media such as the Understanding Conflict Resolution Chart.
- Prepare a newsletter (with the children's help, if appropriate) explaining the classroom activities you are doing to help children **See Through Violence in the Media**.
- **Support parents in their efforts to protect their children from violence in the media and media-related violent toys and play.**
 - You can copy and send home materials from this booklet that will help parents participate in the **See Through Violence in the Media** effort with their children – such as the “Toy Selection Guide,” the “List of Activities” to do instead of watching TV, and other lists you develop with the children.
 - Help parents voice their opinions and their concerns to TV and toy producers by copying and sending home the sample letter in this booklet along with the list of addresses of where to write.
 - When possible, engage in give-and-take discussions with parents about issues such as: how they deal with media and media-related violence with their children; what their problems and concerns are as well as yours; and how you can work together to deal with shared concerns.
 - Create both a supportive classroom community and a school community where parents and teachers can help each other develop effective strategies for dealing with violence in the media. Support parents so that they no longer feel they must deal with these issues alone.
 - When possible, help groups of parents create common approaches to violence in the media with their children – for instance how much and what TV shows, video games, TV-linked toys, birthday gifts are and are not okay for children.

III. Promote the Goals of the See Through Violence in the Media Effort in Your School and Community

- Develop school-wide plans for supporting the effort.
 - Have staff meetings, in-service training, and parent evenings to work on violence in the media issues
 - Get your school to organize community-wide activities for parents and children such as a:
 - “TV Turn-off Day or Week”
 - “Toy Gun Trade-in Fair”
 - “Used Toy Exchange”
- Work to reduce the quantity and quality of violence in the media and related products that are marketed to children.
 - Voice your concerns to government officials and policy-makers, and propose positive actions.
 - Express your concerns about violence in the media directly to TV producers and broadcasters, toy marketers, and advertisers who sponsor violent children’s programming. You can phone or write. Many of the addresses and phone numbers you might need are listed at the end of this guide.

Sample Letter to Broadcasters/Toy Producers/Etc. to Help You Get Started

[You can also copy and distribute it to teachers and parents]

Dear [TV Broadcaster/Toy Company President/Toy Store Manager]:

I recently [watched an episode of _____ /shopped at _____]. I found this [program/toy/etc.] highly violent and bad for children because of the lessons it teaches children about violence.

As an [educator/parent], I am deeply concerned about the escalating violence in our country and the role your [program/product/etc.] plays in promoting it. I will tell at least ten others about my concerns with your [program/product] and urge them to protect their children from it.

I hope you share my concerns about violence and children. I urge you to play your role in helping to reduce the epidemic of violence in homes, schools, and society by [reducing the violence in your program/product/etc.].

Sincerely yours,

Useful Books and Articles on Media Violence and Children

American Medical Association. (1996). *Physician Guide to Media Violence*. Chicago, IL: Author.

American Psychological Association. (1993). *Violence and youth: Psychology's response*. Vol.1: Summary Report. Washington, D.C.: Author.

Carlsson-Paige, N. and Levin, D. (1998). *Before push comes to shove: Building conflict resolution skills with children*. St. Paul, MN: Redleaf Press.

Carlsson-Paige, N. and Levin, ID. (1990). *Who's calling the shots? How to respond effectively to children's fascination with war play, war toys, and violent TV*. Gabriola Island, BC, CAN: New Society Publishers.

Cesarone, B. (January, 1994). Video games and children. *ERIC Digest*.

DeGaetano, G. and Bander, K. (1996). *Screen smarts: Raising media literate kids*. Boston: Houghton Mifflin.

Garbarino, J. (1995). *Raising children in a socially toxic environment*. San Francisco: Jossey-Bass.

Grossman, D. and DeGaetano, G. (1999). *Stop teaching our kids to kill: A call to action against TV, movie & video game violence*. NY: Crown Publishing Group.

Huston, A. (1992). *Big world, small screen: The role of television in American society*. Lincoln: University of Nebraska Press.

Levin, D. (1998). *Remote control childhood? Combating the hazards of media culture*. Washington, D.C: National Association for the Education of Young Children.

Levin, D. (1994). *Teaching young children in violent times: Building a peaceable classroom*. Cambridge: Educators for Social Responsibility.

Levin, D. and Carlsson-Paige, N. (September, 1995). The Mighty Morphin Power Rangers: Teachers voice concern. *Young Children*. 50 (6),67-72.

Levin, D. and Carlsson-Paige, N. (July, 1994). Developmentally appropriate television: Putting children first. *Young Children*. 49(5), 38-44.

Levine, M. (1996). *Viewing violence: How media violence affects your child's and adolescent's development*. New York: Doubleday.

Murphy, J. and Tucker, K. (1996). *Stay tuned: Raising media-savvy kids in the age of the channel-surfing couch potato*. New York: Doubleday.

National Association for the Education of Young Children. (1991). NAEYC position statement on media violence in children's lives. Adopted April 1990. *Young children*, 45 (5), 18-21.

Ready at Five Partnership. *Moving young children's play away from TV violence: A how-to guide for early childhood educators*. Baltimore, MD: Author. [\$10] Also see companion guide: *Bringing parents into the picture*. [\$5] [Both books available through Center for Media Literacy.]

Sheff, D. (1994). *Game over: How Nintendo conquered the world*. New York: Vintage.

Walsh, D. (1994). *Selling out America's children: How America puts profits before values—and what parents can do*. Minneapolis: Fairview Press.

HOW TO CONTACT

Organizations for More Information

American Academy of Pediatrics
141 Northwest Point Blvd.
PO Box 927
Elk Grove Village, IL 60009
www.aap.org
Publishes position statements and informational booklets

American Medical Association
515 North State Street
Chicago, IL 60610
312-464-5563
www.ama-assn.org
Publishes Physician Guide to Media Violence (\$3), an excellent overview of media violence research and issues

American Psychological Association
750 First St.
Washington, D.C. 20002
202-336-6046
www.apa.org
Materials summarizing research findings on media violence

Better Business Bureau Children's Advertising Review Unit
845 Third Avenue
NY, NY 10022
212-705-0123
www.bbb.org
Industry regulatory group that investigates complaints about TV ads

Center for Media Education
2120 L Street, NW
Washington, D.C. 20037
202-331-7833
www.cme.org
Promotes public policies to improve children's media

Center for Media Literacy
4727 Wiltshire Blvd., Suite 403
Los Angeles, CA 90010
213-913-4177
www.medialit.org
Comprehensive media literacy materials catalogue. "Beyond Blame" media literacy curriculum program.

Coalition for Quality Children's Media
535 Cordova Rd., Suite 456
Santa Fe, NM 87501
505-989-8076
www.cqcm.org/kidsfirst
Kids 1st Newsletter and Kids 1st Directory rate children's videos

Lion and Lamb Project
4300 Montgomery Ave., Suite 104
Bethesda, MD 20814
301-654-3091
www.lionlamb.org
Efforts to help parents promote healthy play and nonviolent toys; practical Parent Action Kit

Massachusetts Violence Prevention Task Force
250 Washington St., 4th Floor,
Boston, MA 02108
(617) 624-5486
www.violenceprevention.com

The MVPTF organizes violence prevention efforts in Massachusetts, including the distribution of this free booklet. Contact for additional copies.

Media Education Foundation
26 Center Street
Northampton, MA 01060
800-659-6882
www.igc.org/mef

Media literacy resources including high quality educational videos

Media Scope
12711 Ventura Blvd.
Studio City, CA 01694
818-508-2080
www.igc.apc.org/mediascope
Promotes positive social issues in media; clearinghouse for media violence matters

National Association for the Education of Young Children
1509 16th Street, NW
Washington, D.C. 20036
1-800-424-2460
www.naeyc.org
Position statement & pamphlet on media violence and young children

National Institute on Media and the Family
2450 Riverside Ave.
Minneapolis, MN 55454
612-672-5437
www.mediaandthefamily.org
Resources evaluating children's media for parents; advocacy, Newsletter; and Unplug your kids video

National Parent-Teachers' Association
700 North Rush St., Suite 2100
Chicago, IL 60611
1-800-307-4782
www.pta.org
Packets and workshops on appropriate media use with children

Teachers Resisting Unhealthy Children's Entertainment (TRUCE)
PO Box 441261
West Somerville, MA 02144
www.wheelock.edu/truce
Materials for teachers & parents to help children resist violent toys and media

TV Turn-Off Network
1611 Connecticut Ave.
NW Suite 3A
Washington, D.C. 20009
202-518-5556
www.tvfa.org
Organizes annual TV turn-off week; prepares materials for the event

UNESCO International Clearinghouse on Children and Violence on the Screen
Nordicom
Goteborg University
Sprangkullsgatan 21
S-411 23 GOTEborg, Sweden
www.Nordicom.gu.se
Collects materials and publishes free newsletters and books on media and violence around the world. Sign-on through website.

HOW TO CONTACT

National TV Networks

ABC Entertainment
2040 Avenue of the Stars
Century City, CA 90067
1-800-213-6222
www.ABC.com
Local affiliate # _____

CBS Audience Services
51 W 52nd St.
New York, NY 10019
(212) 975-4321
www.CBS.com
Local # _____

Discovery Channel
7700 Wisconsin Ave.
Suite 700
Bethesda, MD 20814
(301) 986-0444
www.discovery.com
Local # _____

Disney Channel
3800 West Alamada Ave.
Burbank, CA 91505
(818) 569-7897
www.disney.go.com
Local # _____

Fox Broadcast Studios
PO Box 900
Beverly Hills, CA 90213
(310) 277-2211
www.fox.com

NBC Entertainment
30 Rockefeller Plaza
New York, NY 10020
(212) 663-4444
www.nbc.com
Local # _____

Nickelodeon
1515 Broadway
New York, NY 10036
(212) 258-7579
www.nick.com
Local # _____

PBS
1320 Braddock Place
Alexandria, VA 22314
(703) 739-5000
www.pbs.org
Local # _____

TNT/Turner Network TV
1050 Techwood Drive NW
Atlanta, GA 30318
(404) 885-4538
Local # _____

Other Numbers

**COMPLETE THE PHONE NUMBERS ON THESE LISTS
AND KEEP THEM BY YOUR PHONE.**

HOW TO CONTACT

Major Toy Manufacturers and Retailers

Bandai America, Inc

5551 Katella Ave.

Cypress, CA 90630

(714) 816-9500

www.bandai.com

Products include Power Rangers

Hasbro Toy Group

1027 Newport Ave.

Pawtucket, RI 02862

(401) 431-8697

www.Hasbro.com

Also owns: Lewis Galoob Toys; Kenner, Playskool, Tonka, and Milton-Bradley

Products include: Batman, GI Joe,

Mortal Kombat, Play-Doh, Star

Wars, Super Soaker

Mattel Toys

333 Continental Blvd.

El Segundo, CA 90245

(310) 524-2000

www.mattel.com

Also owns Tyco

Products include: Barbie and Hot

Wheels

Nintendo of America

PO Box 957

Redmond, VA 98073

(800) 255-3700

www.nintendo.com

Saban Entertainment

400 W. Alameda Ave.

Burbank, CA 91505

(818) 972-4800

www.saban.com

Creators of Power Rangers

Sega Enterprises

255 Shoreline Drive

Redwood City, CA 94065

www.sega.com

(414) 508-2800

Toys R Us

461 From Road

Paramus, NJ 07652

(201) 262-7800

www.toysrus.com

McFarlane Toys (Irwin Toys, Inc.)

11918 Farmington Road

Livonia, MI 48150

(313) 425-0340

www.irwin-toys.com

Producer of Spawn action figures

Jakks Pacific, Inc.

Malibu, CA

www.jakkspacific.com

Producer of World Wrestling

Federation action figures

This is a list of some major toy manufacturers and retailers
and is not exhaustive.

HOW TO CONTACT

Government Officials

**Federal Communications
Commission (Regulates TV)**
Mass Media Complaints
1919 M Street NW
Washington, D.C. 20554
202-418-1430
www.fcc.gov

Elected Officials:

The White House
1600 Pennsylvania Ave.
Washington, D.C. _____
(202) 456-1414
email: president@whitehouse.gov

U.S. Senator _____
Phone _____

U.S. Senator _____
Phone _____

U.S. Rep. _____
Phone _____

Governor _____
Phone _____

State Senator _____
Phone _____

State Rep. _____
Phone _____

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TRUCE (Teachers Resisting Unhealthy Children's Entertainment) is a group of educators dedicated to creating a broad-based effort:

- to raise public awareness about the negative effects of media violence on children.
- to reduce children's exposure to media violence and toys of violence linked to media.
- to promote children's healthy play, toys and non-violent behavior.

TRUCE is endorsed by:

- Beyond TV
- Boston Association for the Education of Young Children (BAEYC)
- California AEYC Peace Committee
- Cambridge Peace Committee
- Cambridge-Somerville Child Care Alliance
- Center for Children's Media
- Concerned Educators Allied for a Safe Environment
- Lesley College Peaceable Schools Center
- Lion and Lamb Project
- New York AEYC Anti-Violence Committee
- TV Turn-Off Network
- War Resisters' League

TRUCE, P.O. Box 441216, W. Somerville, MA 02144, e-mail: truceteachers@aol.com.
www.wheelock.edu/truce/truce.htm

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